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ABSTRACT

The objectives of this project were to: (1) demonstrate that when a public school-supported Adult Basic Education (ABE) program receives support from other agencies, the quantity of students and the quality and diversity of instruction are increased, (2) demonstrate to the Kentucky State Department of Adult Education the value of individualized instruction in an ABE learning center, and (3) demonstrate how an advisory committee can help an ABE program. Community leaders, students, consultants, and staff met four times. Problems of curriculum, recruiting, follow-up, further training and public relations were considered and acted upon. The demonstration center was so successful with demonstrating learning labs together with traditional classroom instruction that it was granted an addendum to its original budget by the Kentucky State Department of Education. (CK)

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APF AN ADULT BASIC EDUCATION DEMONSTRATION CENTER

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KENTUCKY

U. S. LOCK AND DAM

SITE 32

STATE MODULE FINAL REPORT

AUGUST 31, 1970

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY

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FINAL REPORT

Lewis County Lock #32

A Component of the Appalachian
Adult Basic Education Demonstration Center

Morehead State University
Morehead, Kentucky

June 1970

FINAL REPORT SERIES

Project No.: 9-3-S-2-017

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DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Subcontract No.: AABEDC No. 3

LEWIS COUNTY FIELD UNIT DEMONSTRATION
U.S. LOCK & DAM SITE # 32

KENTUCKY STATE MODULE

Lawrence Arnett, Jr., Director

Date: September 30, 1970

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U.S. DEPARTMENT
OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
BUREAU OF ADULT, VOCATIONAL, AND
TECHNICAL EDUCATION

Funded under the authority of Public Law: 89-750, Title III Section 309 (b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

SUMMARY

The main concern of this project has been to demonstrate the ongoing ways of cooperation between local county-based agencies, regional multi-country or statewide agencies, and Federal agencies. The focus has been on volunteer unpaid students, although some special groups of students who are required to attend as part of some employment program are also served. Operationally, two groups of volunteer students each attend two days per week from 9 A.M. to 3 P.M., and the program for students required to attend is held on Fridays during the same hours.

To overcome two obstacles to attendance, namely: lack of transportation and family responsibilities, the project seeks to demonstrate that when transportation is provided to and from the center, and an ancillary program of pre-school child care for children of student mothers is provided, students who otherwise would not participate, do so.

The major reason for demonstrating interagency cooperation is that various governmental guidelines are written to provide for very specific needs of individuals, and unless the individual is either able to learn about and take advantage of all the separate resources to aid him in his situation, or has this integrating of resources performed for him, he will be unable to help himself to the fullest degree. In most areas, Adult Basic Education is conducted solely through the local school district with finances from the State Department of Education, with the result that most programs are held in the

evenings, and utilize personnel whose second rather than first responsibility is the teaching of adults. Therefore, to have a day-time program using personnel whose first responsibility is the teaching of adults, additional agencies may need to be enlisted. To have a creative program, flexible enough to meet the changing needs of the adult students, the resources of a university are beneficial.

The major reason for solving the transporation and child-care problems is that, unless they are solved, even the most motivated student may be unable to attend. Transporatation affects both male and female students, and child-care affects primarily the female student. Temporary employment at appropriate seasons, with tobacco and lumbering, affects male attendance.

To demonstrate how an ABE instructional staff may continue to show concern for students beyond the completion of the high school equivalency examination (G.E.D.), vocational instruction was organized. Of the students who passed their G.E.D., eleven desired vocational training in office practices, especially typing. When neither facilities nor personnel were able to be found in the local county to provide this training and an additional thirteen students also requested such training because of unemployment since completing their G.E.D.s, the staff revised the teaching schedule so as to provide this training from their own resources and the aid of staff at Morehead State University. During the summer of 1970 conversations were begun with representatives of the Maysville Vocational School and the Economic Security Agency so as to

provide this training for qualified students beginning in the fall of 1970. At the time of writing this report, it appears highly likely that means will be provided, albeit probably in Maysville in Mason County, 38 miles west of Vanceburg, for a more comprehensive form of this training. To the extent that this develops, the staff will be temporarily relieved of helping to provide such vocational training, and again be able to concentrate on a more normal ABE curriculum. But it is already known that sixteen women who are either high school graduates or G.E.D. recipients, have requested vocational training in cosmetology, and the nearest location providing this training is 40 miles, where the tuition is $540.00. This is, for most of these women, financially impossible.

OBJECTIVES

Objective 1

To demonstrate that when a public school-supported ABE program is also supported by other agencies, the quantity of students is increased, and the quality and diversity of instruction is also increased.

Findings

A non-public school facility belonging to another goverment agency (Ohio River Lock 32 houses owned by the U.S. Army Corps of Engineers and leased to the local community action program) has been used as the location of this program. University faculty in various disciplines from Morehead State University have provided consultant help, thereby improving the quality of the offerings. The university and local CAP together have provided staffing for transporting students and child care, thus making it possible for students who otherwise could not attend, to be able to do so.

Objective 2

To demonstrate to the Kentucky State Department of Adult Education the value of individualized instruction in an ABE learning center.

Findings

This was the first learning center in Kentucky. During the past year the state department has helped to establish three comprehensive centers and five mini-centers, and plans ten more for the next year. The State Division of

Vocational Education plans to coordinate five learning centers with vocational education. This was the first daytime ABE in Kentucky. There are now at least three other daytime programs in the state, including a five-day-a-week program in Louisville with an active enrollment of 225.

Objective 3

To demonstrate how an advisory committee can help an ABE program.

Findings

Community leaders, present and former students, consultants, and staff met four times. Problems of curriculum, recruiting, followeup, further training, additional services, and public relations were considered and acted upon. From this, new directions and resources were projected and developed. Details are spelled out in the "Components" section of this project.

COMPONENTS

OUTREACH

A documentary log was kept this year of the potential students that recruiters contacted. Of these potential students who actually enrolled (after the required two week probationary period), it was found that, of these contacted by ABE teachers, ten percent enrolled. Of those contacted by students of ABE, eleven percent enrolled, and of those contacted by aides who were program G.E.D. recipients, fourteen percent enrolled. We conclude that people who know about the program can sell it to others. One aide had nineteen percent of her contacts enrolled.

Public support for program in Lewis County was obtained through speaking engagements to local civic organizations. Gradually, the general public is becoming more aware of the ABE program as a result of publicity such as local news paper, radio, and television.

Note: A recruiting contact form is included in appendix 1.

The Lewis County Lock #32 project even had value as a demonstration project on the international level. Mr. Mohamed A. Kadir, Director of Adult Education in Thailand, visited our center May 19, 1970, and made numerous notes on the operation and components of the project, indicating it would certainly be an ideal program for rural Thailand.

RETENTION

A withdrawal form was developed to meet the needs of the Lewis County Center, which shows the reasons for withdrawal or not finishing the program. Of a total enrollment of eighty-two students for FY '69, there was seventy-one percent retention. Twenty-three additional students completed their requirements for G.E.D. certificates during the year. Retention was due in part to a new emphasis on counseling each student, and a determined effort to meet each one's needs.

This new emphasis was inspired and stimulated by staff attendance at the Appalachian ABE Teacher Training Workshop in the summer of 1969 at Morehead State University.

Tetention was also aided by information that students were able to gather from each other, and that the staff gathered in visits to the homes of missing students. A three visit system was adhered to for each student that dropped out of the program. (See Appendix 2) By means of these home visits several students were persuaded or convinced to return to their program of study.

MANPOWER

The site supervisor, Lawrence Arnett, Jr. is responsible for (1) correlating the planning and working of the interagency cooperation which sponsors the program, (2) aiding in the development of individual cur-

ricula through the use of the learning lab and classroom participation for each student according to his/her basic needs, (3) supervising the work of all Demonstration Center personnel, and (4) supervising the child care program.

The learning lab coordinator, Everett Duff is responsible for (1) evaluating the individual's learning needs and desires, (2) developing a learning prescription of programmed materials and classroom instruction to meet those needs and desires, and (3) guiding and counseling the students.

The classroom instructor, Allen Richmond, is responsible for (1) evaluating the educational needs and desires of individual students, (2) working to help fill those needs and desires through classroom participation, and (3) through home visits and closer working relationship with students aiding in their guidance and counseling and bringing about better understanding among them.

Each of the above staff are working to upgrade their own educational qualifications through enrollment in night classes at Morehead State University, and all available in-service programs. The site supervisor and learning lab coordinator attended the Appalachian ABE Teacher-Training Workshop in the summer of 1969 sponsored by AABEDC, Morehead State University. All three staff members look forward to a full academic program during the summer of 1970 and continued night classes in the 1970-71 year.

Mrs. Shirley Hardymon, a very able secretary, helped in developing teacher aide materials. She is a very vital link between the child care program and the satisfaction of the children's mothers who attend the Center.

Four former students who had completed GED requirements were used as aides to the child care and to the Center programs. These four aides also attended a Personal Development Institute given by Mrs. Adron Doran, at Morehead State University. This was strictly "in-kind service" on the part of Mrs. Doran, and the Institute gave our Aides more of the self confidence and poise they needed.

Dr. Mary Northcutt, director of Head Start, Morehead State University was called in for recommendation on the care of the children, help with a pre-school program for four and five-year-olds, and assisting with the materials that should be used at the Child Care Center. Diagnosis and suggestions made by Dr. Northcutt were followed.

Early in FY '69 Mrs. Margaret Hart, Area Home Demonstration Agent, came in to give some very vital lectures on nutrition and its effect on the family budget and health.

Later, Mrs. Catherine Riddle, Nutrition Specialist, M.S.U. served as a consutlant to develop a program in nutrition that the staff could use to teach to the adults and their families.

An inventory of nutritional needs in the local area was made by the ABE students. Plans and curriculum have been developed, and an objective for FY '70 will be to allot time to try out this nutrition curriculum with the Center ABE students.

Mr. Edward Strong, Area Agent in agronomy and home Gardening talked to our students about the importance of growing one's own vegetables. Considerable interest was stimulated in canning and preserving home-grown produce.

Two excellent sessions by representatives of the Ashland Social Security Office presented (1) the when, where, and why of social security, and (2) social security benefits and how to file for claims.

METHODS

Most students seem to have a knowledge or understanding about most problems and subjects in their environment, but to be afraid to express themselves, due to the lack of adequate words in their spoken vocabulary.

If in open class discussion we can get the individual to let go and speak, regardless of how it sounds, this seems to help to break years of inadequacy in themselves as to their ability to communicate to the world around them.

In games where groups are formed, partners are picked, such as yard jarts, horse shoes, corquet, volley ball, and soft ball; individuals speak out about their ability to score, or not to score which seems to be a great release for adult students in oral communication.

It helps to stimulate free speech to talk about subjects that are familiar to the individuals. Talk about cars, power saws, tractors, and general farming seem to be of interest to most male students of rural areas.

Female students like to talk about child care, cooking, husband, and local school problems, therefore subject matter must be introduced through such topics if oral communication is to be expected.

In teaching certain subjects, such as science and social studies, it is helpful to utilize filmstrips and other audio-visual equipment. For example, teaching the solar system to adult students, we have found that making use of a planetarium in describing the solar system aids the student in developing the concepts of the movements of the planets and their relationship to the sun and earth. The planetarium may also be used to explain the eclipses of the sun and moon. Another use of the planetarium is the development of the concepts of why the seasons change.

In many instances teaching by the Socratic method is beneficial. For example, developing the concept of Newton's third law of motion (every action must have an equal and opposite reaction) ask the students what happens when you pull the trigger of a loaded shotgun. Why is the shot propelled forward? Why does the gun kick? Students should be made to think out and construct rational answers to these and other questions.

In teaching the concepts of time it has been found that utilizing projection maps that are divided into 15° longitude lines can and are very helpful..The

student needs to be reminded that the earth rotates in an eastward direction 15^{o} in one hour and therefore can be taught the exact time on any particular portion of earth in relation to the time of any other place on earth.

In many of our courses it has been found that it is helpful to compose a list of the vocabulary terms that may be new to the student and have them look up the definitions and make sentences with the new words.

WRITTEN COMMUNICATION

Due to the brevity of ABE, it is difficult to require and get very much written expression from students; although, occasionally we ask for poems or expressions of the seasons, holidays, or persons to be expressed by the students. Some written communciations are received from students in answers to essay questions. The use of more written communication is one objective for the coming FY '70.

COMPUTATION SKILLS

It is realized by the staff that every phase of arithmetic is easier for the adult student to grasp, if tangible materials are used to illustrate the operations. All women are familiar with pie and cakes, therefore, if a pie is constructed from paper or other material and divided into fractional parts, it cuts the teaching time of fraction concepts in half.

In teaching Level 1 math, we find in the process of teaching the student to carry in addition it is very helpful to use a modern math approach. For

example, when we add 345 & 698 we get 1043. What are we really adding?

$$\begin{array}{r} 300 + 40 + 5 \\ \underline{600 + 90 + 8} \\ 1000 + 40 + 3 \end{array}$$

This approach is useful when we go from units, to tens, to hundreds, because the students are able to see just what we carried over from one place value to the other.

Audio-visual equipment is used extensively in all our teaching procedures.

FOLLOW UP NO. 1

A very simple form was developed by members of our staff, to be completed by persons who had finished our ABE program of study and received their GED certificates. The follow-up survey was ninety-six percent complete June 1, 1970. The results are shown and catagorized in Appendix 3.

A high percentage of those people completing the program have requested and demanded further training in vocations and other specialized occupations.

FOLLOW UP NO. 2

It was felt that we needed to measure the progress or help that boys and girls of preschool age received during their attendance at our Child Care Center during FY '69.

A follow-up form was developed and sent out to the first grade teachers in all systems having children that had attended our center. Each teacher was asked to evaluate six categories of the child's behavior as compared to his peer group. All seven first graders ranked Very Good or Excellent, while the peer group was ranked Fair or Good. All seven day care students were promoted while only ninety-one percent of their peer group were promoted. Teachers' evaluation of children attending the Child Care Center is included in Appendix 4.

COUNSELING

As stated in the section on retention, an intensified effort was made to counsel and follow-up with students that dropped out for any reason. A schedule was set up to visit these students at least three times when no apparent reason was found for their leaving the program. Most of the individuals would return to give a valid reason for their leaving on the second visit.

A great deal of information was gathered by and from neighboring students that were in our program.

Three students receiving G.E.D. certificates were recommened to enter college with very favorable results. Twenty-five students were helped to take a M.D.T.A. general office clerk course with the Economic Security Office in Maysville, Kentucky. These individuals have been signed up and tested and are waiting for the starting date to be announced.

Students were given numerous kinds of help with their own individual problems throughout our program, ranging from study habits to family planning.

STATE SUPPORT

Our Demonstration Center was so successful with demonstrating learning labs together with traditional classroom instruction to the Kentucky State Department of Education, that werwere granted an addendum of $1500.00, to the original budget for FY '69. Also, six additonal hours were granted per week for each of the state-employed teachers of our program for FY '70. Numerous Kentucky State lab coordinators and ABE instructors have visited our center for aid and recommendation as to organizing and buying for given centers.

A. POSITIVE RESULTS

1. Twenty-three ABE students received their GED certificates in FY '69.
2. Better correlation of agency cooperation.
3. Through speaking visitiations at various civic clubs, we were able to enhance community knowledge of our program and its aspects.
4. Through our Advisory Council meetings we were able to discuss our program with representatives of all social levels of our county.
5. We were able to furnish the students with individualized instruction at any given time of entry throughout the year. See page 24.

B. NEGATIVE RESULTS

1. Because of one student's envolvement in our program, and the improvement in her physical appearance extra marital difficulties ensured.
2. We were not able to involve as many hard core undereducated people as we had hoped.

3. Some individuals upon receiving their GED were content to return to meager subsistence just as they had before the ABE training.

4. In-service training for ABE personnel seems to have been insufficient to meet the demands of the rapid changes taking place in adult education today.

5. Hopes of instituting a nutritional program through a cafeteria were stymied. Due to the small number of students in day classes we were unable to have a hot lunch program for our ABE students.

6. Due to FY '69 federal guidelines to ABE directors and instructors no further training past completion of ABE could be offered. This should change under the ESEA Amendments of 1970.

7. Because of federal cutbacks in HEW areas, some facets or enlargement of ABE cannot be explored at this time.

RECOMMENDATIONS

1. A change in ABE guidelines to include continuing program for adult education and vocational training or re-training.

2. Recipients of public assistance must have guidelines or requirements to participate in ABE programs or retraining program in order to qualify for assistance.

3. A program of home study is defintely needed for rural communities.

4. Due to some of the negative results mentioned above and reasons found when counseling with individuals who left the program, now seems that

both the physical and social environment of many of our hard core, underprivileged, and undernourished potential students needs to be rectified through total envolvement in an educational program for the entire family -- mother, father, and children.

5. A proposal should be written at once to involve Lock 32 in Lewis County in a complete family education program. We have twenty-three acres provided by Government Service Authority (GSA) for trailer accommondation, and buildings containing several thousand feet of floor space for such a program. There is an ample water supply and only minor sewage problems need to be solved. Also, there are ample clients for such a program. More personnel is needed to demonstrate the maximum potential of ABE in Lewis County.

6. In following Cotter's recommendations in his 1968 evaluation, we were able to organize an Advisory Council which proved to be very benefical throughout the year. To date we have not ask for student evaluation of the program. Neither have we received the Michigan recommendations from the 1969 evaluation.

Appendix 1

RECRUITING CONTACTS - PERCENTAGE OF SUCCESS

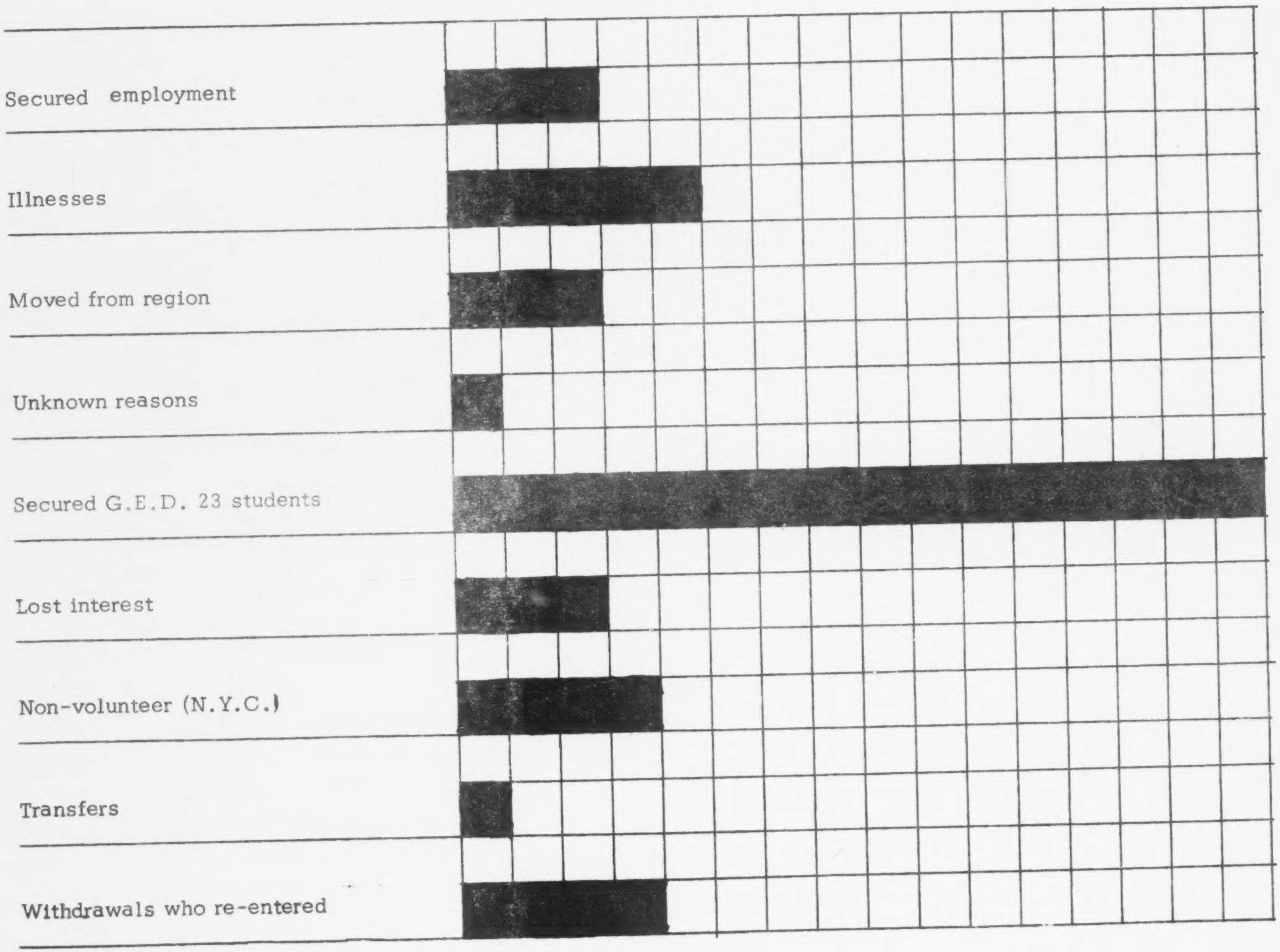
September - January

	No. of contacts	Per cent of enrollment	No. enrolled
AIDES	328	14%	46
TEACHERS	104	10%	10
STUDENTS	55	11%	5
AIDE 1	58	4%	2
AIDE 2	137	19%	26
AIDE 3	47	14%	6
AIDE 4	53	14%	7
AIDE 5	33	12%	4

February - May

COUNSELOR	93	10%	9
STUDENTS	24	29%	7
WELFARE AGENCY			2

LEWIS COUNTY, KENTUCKY
Reasons for Withdrawal



Appendix 3

Follow-Up on Graduates

No.	OUTCOME
3	College Students
5	Plan to Attend College or Securing Loans
3	Licensed Practical Nurses
15	Attending ABE Center in Preparation for Vocational Training
2	Attending Vocational Training
8	Teacher Aides
1	Manager of Food Service
1	Librarian Assistant
1	Carpenter Foreman
6	Housewives
1	Training for Civil Service
2	Miscellaneous
9	Others - waiting for MDTA (General Office Clerk) to begin in Maysville, KY.

Appendix 4

Teachers evaluation of children attending child care center.

Cooperation	E	U	G	F	P
Cooperates with other classmates		X			
Average cooperation of subject classmates			X		
Discussion					
Takes part in discussions	X				
Average discussion of subject's classmates				X	
Respect					
Courtesy and respect of classmates	X				
Average courtesy and respect of classmates			X		
General Health					
Health and health habits		X			
Average of class in health and habits				X	
Directions & Locations					
Subject following directions and places	X				
Average of class directional skill			X		

Promotional Status						
Lock 32 children	100%					
Classmates	91%					

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